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ABSTRACT

The document presents descriptions of a character education curriculum for elementary grades and personal success programs for junior and senior high school students. The described curriculum materials are available from the Thomas Jefferson Research Center. In the first section, the elementary curriculum, information is presented on goals and principles of character education, benefits, background, and activities. Major goals are to help students develop positive values and to improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens. Activities include reading and analyzing stories on honesty and truthfulness, drawing pictures representing honest and dishonest behavior, creating different endings to stories in order to represent truthful versus untruthful behavior, and discussing feelings about honesty. For each activity, information is presented on objectives, references and resources, procedures, and materials. Story texts are included where necessary. Also presented are tips on program evaluation, cost of materials, and information on teacher inservice training. In the second section, an overview is presented of a program to help junior high school students build personal success skills. Objectives are to help students make sound decisions, gain a deeper understanding of self and appreciation of others, set life goals, and adopt more positive attitudes. Fourteen unit titles are listed including, Generosity, Respect for Self, and Courage and Honor. Teaching methods are suggested including, lecture, worksheets, goal setting activities, outside work, and group activities. In the final section, objectives and units of study for the senior high school program are described. Objectives are the same as for the junior high school program. Ten unit titles are listed, including Decision Making, Perception, Self-Esteem, Respect for Others, and Integrity. (DB)

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CHARACTER EDUCATION CURRICULUM

Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave.

John Ruskin

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Character Education focuses on two of the central challenges facing public schools today — improving student behavior and building better citizens. This program enables classroom teachers to help children develop positive personal values and improve personal behavior. Teachers feel a sense of accomplishment and enthusiasm as they watch their students' growth. "I think it is the most exciting project available for teaching," is a typical teacher response to the program. Character Education can be worthwhile for both students and teachers.

GOALS OF CHARACTER EDUCATION

Character Education is based on the conviction that schools can make a difference and children learn more when they behave in harmony with their own values and those of others. Many influences mold a child's character including schools which share this responsibility with the home and other community agencies. The Character Education Curriculum strengthens the school's involvement in this responsibility and has the following goals:

To help each student develop positive values.

To improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community and society.

To help teachers accomplish these goals, the program features six kits of instructional materials for use with students in grades K-6. These kits contain teacher guides and workbooks, posters and evaluation instruments. In addition, the kindergarten kit includes film strips and story books.

PRINCIPLES

The program helps the child develop his own positive values. It is based on the belief that the child who considers all available facts about the likely consequences of his behavior will choose to behave in ways which are satisfying to him and beneficial to society.

Concept development requires free discussion with others. Hence, discussion by students is an essential part of character education. Free discussion is possible only in situations where people are given the opportunity to discuss their ideas openly. Helping students find their own values is the basic concept of the program. The process of developing values applies to teachers as well as to the children. In helping children recognize the need for having standards that will enable them to live and work together productively, it is necessary for the teacher to examine values with the students.

BENEFITS

Successful participants report additional benefits which are related to the program's primary goals. Examples of these benefits include:

Building Community Support:

The American public perceives the problem of discipline as the most important problem facing public schools. The 1975 Gallup Poll of public attitudes found 79% of a sample of representative Americans supported instruction in ethical behavior in schools. For parents with children in school, 84% were in favor of ethical instruction. Either the schools have not dealt with this problem effectively or the public is not aware of the schools' efforts. Character Education can build public support for the schools by improving student behavior and demonstrating this effort to the public.

Improving Student Attendance

Based on reports from teachers and schools, we believe the program can assist in improving attendance. For example, a school in Harlingen, Texas found that "During the first six-week period, we gained 276 days of attendance; the number of students referred to the office for discipline dropped from 40 to 50 each week to an average of one each day."

Improving Classroom Discipline

Improving character and behavior are two of the most elusive problems in public education. Evaluating success in these areas is one of the toughest challenges an evaluator can face. Nevertheless, there is evidence that students in the Character Education program showed more progress toward improved behavior than students in control schools. An independent research study concluded that when used at the early and middle elementary grades, the American Institute for Character Education Curriculum does, in fact, improve character related behavior, particularly in the following areas: honesty, truthfulness, kindness, generosity and helpfulness.

Reducing Theft, Vandalism and Violence

The principal of Public School #63 in Indianapolis, Indiana attributes the following changes to Character Education:

"The building resembled a school in a riot area; $3500 of glass had been broken between September and June; the pupils were rude, discourteous and insolent. They had no school pride, very poor self-image and were disgruntled to attend school. Since we started Character Education, there has been less than $100 worth of glass breakage and student attitudes have greatly improved. Students are now respectful and cooperative and there is a feeling of one for all and all for one."

HISTORICAL BACKGROUND

The American Institute for Character Education in San Antonio, Texas is a non-profit public foundation engaged in helping children and youth develop desirable human qualities. The research for this program has been financed to a large degree by the Lilly Endowment and other foundations.

The Character Education Curriculum is the result of many years of research. Based on a world-wide study of basic character traits, this study identified 15 values shared by all major world religions and cultures. These values are: courage, conviction, generosity, kindness, helpfulness, honesty, honor, justice, tolerance, use of time and talents, freedom of choice, freedom of speech, citizenship, right to be an individual and right of equal opportunity-economic security.

CURRICULUM

The material is organized into a kit for each grade level from kindergarten through 5th grade. The 5th grade kit is often used again for the 6th grade. Each kit includes all the teaching materials which the teacher will need. In addition, it includes a comprehensive bibliography of books, films, and teaching materials for supplementary study.

The grade-level kits are organized as follows:

Kindergarten Kit

The kindergarten kit consists of a series of units in English and Spanish that are grouped in two semesters.

First Semester: The Happy Life Series includes six books of animal stories with lessons in every book on honesty, generosity, helpfulness, kindness and fairness. Accompanying each story in the teacher's manual is a filmstrip.

The kit includes: transparency masters for use with the story wheel; flip books to help the children create stories about the scenes on the pages; animal figures that may be duplicated and used as flannel board figures, as coloring sheets, or as stick puppets to provide additional opportunities for children to combine their imagination with what they have learned.

Second Semester: You and Me builds on the concepts presented during the first semester and asks children about their families and other adults in their community. Illustrations are used to help the children visualize the story the teacher reads.

Kits for Grades 1 through 5 or 6

The materials were designed for use in graded or nongraded elementary schools and challenge all ability levels. The teacher is provided with an excellent list of resources which will give the academically oriented student an opportunity to broaden his horizons.

The levels may be used as follows:

Level A.....Grade 1
Level B.....Grade 2
Level C.....Grade 3
Level D.....Grade 4
Level E.....Grade 5 or 6

Lessons from a lower or higher grade may be used if they are appropriate for the class. The stories in kits A, B and C are also provided in Spanish.

A copy of three pages from the Level B (2nd grade) Teacher's Guide are provided as an example of the quality and content of the teaching materials.

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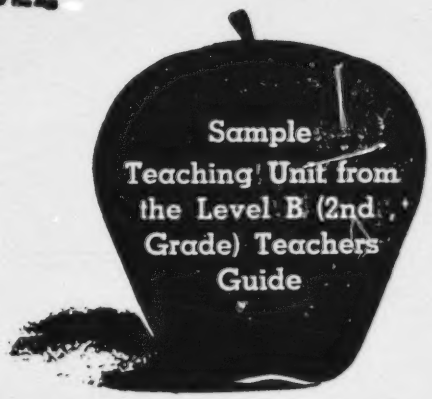
Honesty and Truthfulness



Objective #1

At the conclusion of these lessons, your students should be able to define honesty and give examples of honest behavior.

MATERIALS NEEDED: POSTER B-2

Lesson 1:	*Lesson 2:*	*Lesson 3:*
Teacher's Guide	Teacher's Guide	Teacher's Guide Three to five large sheets of butcher paper Crayons

Lesson 1

Step 1

Read the following story to the children.

A LOST PUPPY

Melissa was playing outdoors when a little puppy came into her yard. It was so cuddly and cute! Melissa could not see anyone looking for the puppy, so she ran into the house and asked her mother if she could feed it. "We will take care of it," her mother said, "but we must try to find the owner."

Melissa kept the puppy and took very good care of it. Every day she walked down the street, asking neighbors if they knew of anyone who lost a little puppy. "May I keep it now, Mother?" she asked at the end of a week.

"If you have tried very hard to find the owner," her mother said, "you may keep the puppy. But remember that some child may be very sad because he has lost his puppy." Melissa thought about how she would feel if she had lost her puppy.

That afternoon when she and her mother went to the shopping center, Melissa placed a card on the bulletin board saying that she had found a little puppy with a small black spot on its ear. She wrote her name, address, and phone number on the card.

Two days later Melissa received a telephone call from a lady asking if she could come over to see if the puppy might be the one her little girl had lost. Melissa hoped that this was not the right puppy, but when the lady and her little girl came, they immediately recognized the dog as the one the little girl had lost.

At first Melissa thought, maybe I should not have placed the card on the bulletin board. Then she thought of how happy the little girl was to have her pet back.

Step II Discuss the meaning of the story. Explore with the children Melissa's feelings. Ask for responses to the following questions:

How did Melissa feel when she found the puppy?

How did she feel when she searched for the owner, knowing that she might lose the puppy?

How would you feel if you were Melissa?

What would you do?

Has anything like this happened to you? What? What happened?

Lesson 2

Step I Read the following story to the children.

WHAT SHOULD JOE DO?

One day Joe's mother sent him to the store to buy a loaf of bread. She gave Joe a dollar and told him to bring back the change.

At the store Joe bought a loaf of bread and gave the clerk the dollar. The clerk thought it was a five dollar bill and gave Joe more change than he should have.

Joe's first thought was, great, now I can keep this money. After all, it's his mistake, not mine. Then he thought, would that be the honest thing to do?

Joe knew he had been given too much money. He had to decide whether he ought to keep the money or return it. Many thoughts came to him. What should I do? he asked himself.

Step II

Divide the children into small groups, and have each group develop an ending for the story and then role-play it for the rest of the class. Explain that the endings can be honest or dishonest.

Step III

Have the groups present their endings to the rest of the class. As each group presentation is made, discuss with the students the honesty or dishonesty involved.

Lesson 3

Step I

Divide the children into groups of three to five.

Step II

Give each group a large sheet of butcher paper.

Step III

Have each group divide its paper in half, and have them draw a picture showing honest behavior on one half of the paper and dishonest behavior on the other half.

Step IV

Have each group explain its completed picture to the class. Discuss each picture and what the children think happened to the people in the picture. How did they feel? What may have happened to them after that?

Step V

Display the pictures in the classroom.

* * *

References and Resources

Each unit provides a carefully prepared list of resources to assist the teacher, which may be used to expand the lesson according to student interest and ability.

COST

The cost of the program is remarkably low because it was developed by the American Institute for Character Education, a nonprofit agency, under a million dollar grant from the Lilly Endowment. It is distributed by the American Institute for Character Education and the Thomas Jefferson Research Center, another nonprofit agency.

Cost of Materials

Each kit contains sufficient materials for instructing an entire class of students and the kit can be used for 5 or 6 years. The cost per kit is as follows:

Level K — Kindergarten	$59.95
Level A — Grade 1	39.95
Level B — Grade 2	39.95
Level C — Grade 3	39.95
Level D — Grade 4	39.95
Level E — Grade 5 or 6	39.95

Schools are permitted to reproduce the consumable materials such as coloring sheets and evaluation instruments.

Cost of Inservice Training

It is important for teachers to receive inservice training before using the Character Education Curriculum materials. This provides teachers with confidence in their ability to use the program. School administrators should receive one hour of orientation regarding the program. Six hours of training are recommended for teachers and experienced teacher trainers are available from the American Institute for Character Education for $150 a day plus travel and lodging at cost. One trainer can handle up to 60 teachers at a time.

When materials purchased exceed $1,500, a teacher trainer will be provided at no cost to the school district.

EVALUATION OF CHARACTER EDUCATION CURRICULUM

Dade County School District Evaluation

The success of the program has been evaluated in two research studies. Many schools and teachers have also evaluated segments of the program.

Dade County School District Evaluation

An independent evaluation was conducted on the Character Education program in the Dade County Florida School District. The evaluation was accomplished by sampling the reactions of teachers, students and parents. To secure information as free from bias as possible, respondents were told, "We did not write the Character Education program. We are not selling it. We are here to find out what you really think about the program." Respondents were also assured their answers would be confidential.

Survey Results

The following charts summarize the responses of selected samples of students, teachers and parents to the questionnaire:

Responses to Parent Questionnaire
(N-31)

	None	Little	Some	Much	Very Much	Total % of 3,4,&5
Do you approve of your child learning Character Education in school?	0	0	0	5	95	100%
Has your child ever talked about the Character Education Program or something he has learned from it?	29	10	14	33	14	61%
Do you think the program has been responsible for any changes you have noticed in your child's behavior?	10	14	33	19	24	76%
Do you think the Character Education Program should be continued?	0	0	0	5	95	100%

Responses to Teacher Questionnaire
Grades K-5 (N-31)

	None	Little	Some	Much	Very Much	Total % of 3,4,&5
Do you think the Character Education materials have been responsible for changes in the behavior of your students?	0	10	45	29	16	90%
Do you enjoy teaching Character Education?	0	6	6	29	58	94%
Does Character Education improve student responsibility?	0	6	32	29	32	94%
Do you feel the Character Education program is worthwhile?	0	0	3	26	71	100%

Responses to Student Questionnaire
Grades 3-5 (N-362)

	None	Little	Some	Much	Very Much	Total % of 3,4,&5
Do you enjoy learning about Character Education?	1	3	9	22	65	96%
Do you think it is wise to be honest?	3	3	5	10	79	94%
Do you believe that laws and rules are necessary?	1	1	4	10	83	97%
Do you think Character Education is worthwhile?	1	2	12	34	51	97%

Teacher Interviews: All teachers interviewed personally said they liked the program and felt that it had been responsible for changes in both themselves and their students. Following are some of the remarks of teachers using Character Education Curriculum:

"My first graders have increased their vocabulary so much. It has really helped."

"It gives you a social studies program with everything right before you. It saves much time."

"Character Education has taught my students to be more responsible towards themselves and others."

". . . of all my years of teaching, I feel this has been my most profitable year, because of Character Education."

"Stealing has virtually stopped in my classroom. Believe me, it was a problem before."

AMERICAN INSTITUTE FOR RESEARCH EVALUATION

An independent study was conducted by the American Institute for Research (AIR) to assess the impact of the Character Education Curriculum developed by the American Institute for Character Education (AICE). This study compared a treatment group which had been exposed to the program for two years with a comparable control group. Data were gathered at grades K, 3 and 6 only.

"Students in the treatment group at the kindergarten and third grade levels," states the report, "showed a clear advantage in the performance of character related behaviors over students who were not exposed to the program. The beneficial effects appeared across the entire range of objectives of the curriculum, but were most clearly and convincingly evident in the areas of honesty and truthfulness, kindness, generosity and helpfulness . . . . Results at the sixth grade level," the report continues, "were dramatically different from those for the lower grades. There is no support for a favorable judgment on the impact of the AICE curriculum at this level . . . . Examination of the sixth grade results leads to many explanations which at this time are purely speculative. Some of these include: (1) AICE curriculum may not have been appropriate for the sixth grade; (2): the research design and study may have been inappropriate for the curriculum; and (3) the instruments used in the study may not have been suitable for the sixth grade group."

It should be noted that AIR evaluated first generation materials. All AICE curriculum materials have been revised and improved since the evaluation, including the fifth grade kit Level E which is being used successfully in many schools at the sixth grade level. The sixth grade materials are now in the process of being rewritten and will be available in the fall 1980.

FORCINELLI—ENGEMAN STUDY

Professors Joseph Forcinelli and Thomas Engeman made a comparative study of several approaches to value education in public schools. The approaches reviewed included Values Clarification; Kohlberg's cognitive developmental approach; Lifeline, a program used in Great Britain; and the Character Education Curriculum.

Their conclusion was that "The Character Education Curriculum presents the most attractive choice for the value educator. . . . The instructional sophistication of the Character Education Curriculum is second to none in this area. Role-play, case study discussion, story completion, art projects, and multi-media representations are all used effectively."

"The enthusiasm and interest of the teachers was quite obvious. I believe that the Character Education Program is answering a genuine need for those who work with young children."

—Hialeah, Florida

"The addition of character education to our curriculum, in my opinion, has been one of the best things and most beneficial aspects that we have had for a long time. It has made the children aware of others: their differences, their problems, their feelings and their different cultures and backgrounds. It has given them a deeper insight into honesty, truthfulness, reliability, justice, kindness . . . not merely what the words mean but 'to see them in action'."

—Fifth Grade Teacher

"We are delighted with the results. Independent research and the overwhelming thrust of teacher opinion for the last eight years convinces us that the program is effective in building positive character traits in children."

—San Antonio, Texas

"We were concerned with school break-ins, vandalism, graffiti and especially pupil relationships to one another; since adopting the program practically all of these problems have disappeared."

—New Richmond, Wisconsin

"Vandalism dropped to one-thirteenth of the previous figure after we instituted Character Education."

—Chula Vista, California

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SOME OF THE SCHOOLS USING CHARACTER EDUCATION CURRICULUM

All materials have been field tested in more than 400 schools. The following is a list of some of the schools using, or planning to use, the Character Education Curriculum:

ALHAMBRA CITY SCHOOLS
Alhambra, California

AUSTIN PUBLIC SCHOOLS
Austin, Texas

BARNHART SCHOOL
Arcadia, California

CHELTENHAM SCHOOL DISTRICT
Elkins Park, Pennsylvania

CHULA VISTA CITY SCHOOLS
Chula Vista, California

COLUMBIA ELEMENTARY SCHOOL
Champaign, Illinois

CHICAGO PUBLIC SCHOOLS
Chicago, Illinois

CROCKETT ELEMENTARY SCHOOL
Harlingen, Texas

DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

DEVINE ELEMENTARY SCHOOL
Devine, Texas

FENNIMORE PUBLIC SCHOOLS
Fennimore, Wisconsin

HEBBRONVILLE ELEMENTARY SCHOOL
Hebbronville, Texas

HIDALGO INDEPENDENT SCHOOL DISTRICT
Hidalgo, Texas

LA VILLA INDEPENDENT SCHOOLS
La Villa, Texas

LAWTON PUBLIC SCHOOLS
Lawton, Oklahoma

LOS ANGELES CITY PUBLIC SCHOOLS
Los Angeles, California

LUCAS COUNTY PUBLIC SCHOOLS
Toledo, Ohio

LYNWOOD UNIFIED SCHOOL DISTRICT
Lynwood, California

MODESTO CITY SCHOOLS
Modesto, California

NEW ORLEANS PUBLIC SCHOOLS
New Orleans, Louisiana

NORTHSIDE ELEMENTARY SCHOOL
Albany, Georgia

PASADENA UNIFIED SCHOOL DISTRICT
Pasadena, California

PATRICK HENRY ELEMENTARY SCHOOL
Tulsa, Oklahoma

PLACENTIA UNIFIED SCHOOL DISTRICT
Placentia, California

PUBLIC SCHOOL #63
Indianapolis, Indiana

RIDLEY TOWNSHIP SCHOOL DISTRICT
Folsom, Pennsylvania

ROBSTOWN INDEPENDENT SCHOOLS
Robstown, Texas

ROMA INDEPENDENT SCHOOLS
Roma, Texas

SAN ANTONIO INDEPENDENT SCHOOLS
San Antonio, Texas

UPPER DARBY SCHOOL DISTRICT
Upper Darby, Pennsylvania

STARTING A CHARACTER EDUCATION PROGRAM

Purchases of Materials
The Character Education Curriculum Kits may be purchased from:

Thomas Jefferson Research Center
1143 North Lake Avenue
Pasadena, California 91104
Telephone (213) 798-0791

FULL REFUND
If upon examination the materials are not found to be fully satisfactory, they may be returned for full credit within 60 days after receipt.

Length of Lessons

While every elementary teacher has experienced the frustration of 'finding time' to complete all the teaching tasks, experienced teachers state that the time spent on discipline can be reduced as a result of using these lessons. Typically, lessons are scheduled as follows:

> Primary classes. Lessons lasting 15 to 20 minutes on a daily basis.
>
> Upper elementary. Approximately 30 to 50 minutes per lesson about two or three times a week.

Most teachers prefer to use the materials as a separate subject, but some feel they should be integrated with social studies or English.

Inservice for Teachers

It is recommended that teachers participate in six hours of professional inservice before using the program. Inservice provides teachers with confidence in their competence to use the material and it provides an opportunity to draw forth teachers' ideas and suggestions. School administrators should receive one hour of orientation regarding the program. (See page seven for additional information.)

If you would care to examine the Character Education Curriculum simply order the kits and invite faculty and staff members to evaluate its potential value for your students.

"The life which is unexamined
is not worth living."

Socrates

I.II ACHIEVEMENT SKIIS

GUIDELINES FOR PERSONAL SUCCESS

LEVEL I JUNIOR HIGH

AGES 11 - 14

COURSE DESCRIPTION

CREATED BY

THOMAS JEFFERSON RESEARCH CENTER

Achievement Skills: Guidelines for Personal Success

A program for junior high or
middle school youth

The need to develop acceptable attitudes, make sound decisions, understand oneself and others, and set realistic goals by young people is evident. To assure this development is the responsibility of our schools and similar institutions and organizations.

To aid these groups in satisfying this need, the Thomas Jefferson Research Center has developed a program entitled Achievement Skills: Guidelines for Personal Success. These materials are directed to the junior high or middle school aged youth. These materials are designed to provide positive results such as the following:

An ability to make sound decisions
A deeper understanding of self and an appreciation of others
Setting of goals and objectives for life experiences
Less anxiety and tension
More positive attitudes

The program materials are prepared for youth between 11 and 14 years of age. The teaching techniques suggested include lecture, large group and small group discussions, and "involvement" activities. The units are arranged to meet time slots of 30 minutes to one hour. The units comprise lecture, group

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activities, worksheets, tests, goal setting, and outside work.

Titles of the units are:

1. Decisions That Must Be Made
2. Rights of The Individual
3. Perception and Self-Esteem
4. Honesty and Integrity
5. Responsibilities of The Individual
6. Respect for Self
7. Respect for Others
8. Understanding Myself
9. Courage and Honor
10. Generosity
11. Faith, Action, and Persistence
12. Kindness and Justice
13. Freedoms: Speech and Choice
14. Evaluation--Self

The time used for the units totals 45 clock hours. An instructor may use anyone or all the units with a given group. Each unit stands on its own. Basic information, teaching procedures and reference are provided. Objectives are given for each lesson. A means for evaluation is suggested. Worksheets are provided at the end of each unit.

Basic goals of this program:

The student should:

1. Develop skills that will aid him in making sound decisions about himself, his immediate future, and people with whom he

will be in contact.

2. Develop an understanding of his rights and responsibilities as a productive member of society.
3. Develop an awareness of respect for self and others.
4. Develop an understanding of honesty, integrity, courage, honor, generosity, persistence, faith, kindness, and justice and transfer this understanding toward positive daily behavior.
5. Develop a realistic self-image and pride in himself.
6. Develop an understanding of freedom of speech and freedom of choice.
7. Develop a process of self-evaluation to enable him to make sound and wise decisions.

In no way does the program seek to indoctrinate the students with values selected by the instructor or the institution. Rather, the student is led to develop his own valuing system, clarifying his goals and attitudes considering his/her alternatives, and evaluating the results.

The program draws heavily on the motivational discoveries of the late Dr. Abraham Maslow, whose Third Force theory of psychology has been widely accepted. Dr. Maslow saw the human potential as being tremendous and so often unfulfilled. He sought to free the individual to attain highly positive results.

Achievement Skills: Guidelines for Personal Success is a simple, basic and practical program.

The program materials were developed by Dr. James A. Forester and Dr. Patricia Graham of San Antonio, Texas. Both individuals were instrumental in the development of the first and second generation materials published by the American Institute for Characer Education for children kindergarten through grade five. They also were instrumental in the development of the high school level Achievement Skills program.

Each has had teaching experience at the elementary and secondary school level, along with college teaching and administration of education programs.

These materials have been carefully reviewed by Dr. E. E. Arnaud, Professor of Education at Our Lady of the Lake University, San Antonio, consultant to the program developers.

Dr. Forester holds a BA, MA, MED, and a Ed.D. and is currently Director of Community and Student Affairs at The University of Texas of San Antonio.

Dr. Graham hold a BA, MA, and Ph.D. and is assistant Dean of Students at The University of Texas at San Antonio.

These materials are ready for testing by individuals and organizations desirous of giving youth a better opportunity for success.

PRICE ACHIEVEMENT SKILLS - JUNIOR HIGH

LEVEL I

Teacher's Guide and Program Administrator's Handbook $50.00

Expendable materials for each student - $2.00 per set

I.II ACHIEVEMENT SKILLS

GUIDELINES FOR PERSONAL SUCCESS

LEVEL II HIGH SCHOOL

AGES 15 - 18

COURSE DESCRIPTION

CREATED BY

THOMAS JEFFERSON RESEARCH CENTER

ACHIEVEMENT SKILLS: GUIDELINES FOR PERSONAL SUCCESS

A program for high school youth

Today's young people face more dilemmas in their lives than at any time in our past history. An examination of our newspapers attests to this fact. American schools have a responsibility for providing students a process by which they may plan their futures in realistic ways so that they may become productive and happy individuals. Until recently, however, materials specifically geared to attend to this great responsibility have been few and ineffective.

Recognizing this need, the Thomas Jefferson Research Center has developed a program entitled Achievement Skills: Guidelines for Personal Success, a culmination of more than 15 years of research and development in providing materials for the practical development of concepts and skills--the processes by which all levels of Americans can reach for self-actualization without causing harm to their fellowmen and women. Directed to high school youth, this program will provide such positive results as the following:

Increased decision-making skills

Increased self-understanding

A better self-image

Increase in positive attitudes

Clarification of goals and objectives

Less anxiety and tension

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Greater effectiveness and more satisfaction in all areas of life--personal, family, social, career, etc.

The program materials are prepared for grades 9-12 and the teaching techniques suggested include lecture, large group and small group discussions, and "involvement" activities. The units are flexibly arranged so as to fit 30-minute advisory periods, or in regular 60-minute periods. Overall the units comprise the following:

Lectures	25%
Group activities	40%
Worksheets	10%
Tests	10%
Goal setting	5%
Outside work	10%

Titles of the units follow:

1. Decision-making (6 lessons)
2. Perception (4 lessons)
3. Self-esteem (3 lessons)
4. Developing Your Potential (4 lessons)
5. Goals and objectives (5 lessons)
6. Respect for others (3 lessons)
7. Self-understanding (3 lessons)
8. Integrity (4 lessons)
9. Persistence, Faith and Action (3 lessons)
10. Self-evaluation (6 lessons)

The time used for the units totals 30 clock hours.

Basic information needed by the teacher is provided for each unit, along with teaching procedures and references. Specific behavioral objectives are given for each lesson. Suggested means for evaluation of each unit are included. At the end of each unit student worksheets are provided. One set of worksheets is required for each student.

Three specific evaluation procedures are provided:

1. Barksdale Self-Esteem Index No. 69. This should be administered prior to the beginning of formal instruction and repeated at the end of the program.
2. Suggested evaluations are provided as part of each unit.
3. An overall "course" evaluation for which a master copy is included.

Basic assumptions underlying Guidelines for Personal Success include:

Today's high school youth who

1. utilize a decision-making process will set more realistic goals and objectives for themselves;
2. have realistic perception and high self-esteem will be happier and more successful than youth who do not have high self-esteem;
3. understand and show respect for themselves and others will be happier and more secure and will develop more satisfying values;
4. understand themselves and their own potential will set goals

which they can attain.

In no way does the program seek to indoctrinate the students with values selected by the teacher or the school system. It is recognized that such a procedure fails to inculcate acceptable values. Rather, the student is led to develop his own valuing process, clarifying his goals and attitudes, considering alternatives to a particular type of behavior, testing the chosen alternative, and then evaluating the results. If results appear to be negative, the student learns to try out a different alternative.

The program draws heavily on the motivational discoveries of the late Dr. Abraham Maslow, whose Third Force theory of psychology has been accepted in so many quarters. So much of modern psychology has been developed through the study of "sick" individuals, but Maslow saw the human potential as being tremendous and in so many cases unfulfilled. He sought to free the individual to attain highly positive results.

Achievement Skills: Guidelines for Personal Success is a simple, basic and practical program. Its success does not depend upon a specific level of education or intelligence. It provides concepts, skills and processes essential to all high school students.

The program materials were developed by Dr. James A. Forester and Dr. Patricia A. Graham of San Antonio, Texas. Both Drs. Forester and Graham were instrumental in the development of the first and second generation materials published by the American Institute for Character Education for children in Kin-

dergarten through grade five.

Each has had extensive teaching experience at the elementary and high school level, along with college teaching and administration of education programs.

Currently they are involved with secondary youth in the San Antonio, Texas area, and hold administrative positions with the University of Texas at San Antonio. They are in the process of developing materials for middle school children. (7th, 8th and 9th grades)

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These materials have been carefully reviewed by Dr. E.E. Arnaud, Professor of Education, Our Lady of the Lake University, San Antonio, consultant to the program developers. Dr. Arnaud has said, "the materials are comprehensive and appropriate for the age level for which they have been written."

The program units were tested by Dr. Patricia Graham with a group of San Antonio youth and by Dr. Craig Watson with young people in Georgia. The latter stated:

"The Values clarification approach used in the program appeals to adolescents

who are in the process of exploring themselves, their life styles, and mores of society. The programs give adolescents the opportunity to clarify goals, attitudes, and values.

The decision making theme is important in the daily lives of adolescents.

The flexibility in timing allows teachers or leaders to adjust to different learning situations, schools, youth programs, church groups.

The recommendation of pilot participants was for further use and evaluation of materials with more diverse populations before any revisions are contemplated."

PRICE ACHIEVEMENT SKILLS - HIGH SCHOOL

LEVEL II

Teacher's Guide and Program Administrator's Handbook - $40.00

Expendable materials for each student - $2.00 per set